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ABSTRACT

The Law Education Goals and Learnings (LEGAL) Project of the Dade County Public Schools was funded by the Education Consolidation and Improvement Act Chapter 2. It is an authorized elective course of study for students in grades seven through twelve which emphasizes criminal and civil law areas. This evaluation was conducted to determine: (1) whether the LEGAL Project experienced an increase in student and school participation; (2) whether LEGAL staff provided appropriate instructional support services to teachers and students; (3) whether personnel have undertaken efforts to increase the number of school administrators who are aware of the project; (4) whether LEGAL made available appropriate in-service training to all LEGAL teachers; and (5) whether the LEGAL Project maintained and/or enhanced the support it receives from local, state, and national organizations. The evaluation indicated positive results in all areas. Recommendations resulting from the study are that the project should continue to be supported; workshops and inservice training sessions should be conducted to increase awareness of project activities through presentations at secondary schools; and consideration should be given to expanding the LEGAL project to the elementary level. Appendices contain LEGAL teacher, resource personnel, and student questionnaires and documentation of Project activities. (DWH)

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EVALUATION OF THE 1983-84
ECIA, CHAPTER II
LEGAL PROJECT

Principal Evaluator/Author: Norman L. Proller

OFFICE OF EDUCATIONAL ACCOUNTABILITY
OCTOBER, 1984

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Executive Summary

The 1983-84 LEGAL (Law Education Goals and Learnings) Project has operated in the Dade County Public Schools (DCPS) since 1976 and was funded by the Education Consolidation and Improvement Act (ECIA) in the amount of $110,565. It is an authorized course of study emphasizing criminal and civil law areas and is presently offered as an elective for students in grades seven through twelve. During the 1983-84 school year, LEGAL Jr., LEGAL Sr., and LEGAL "infusion" courses were taught in over three-fourths of Dade County's junior and senior high schools, involving approximately 40,000 students.

In addition to its functioning as an authorized course of study, LEGAL also facilitates three sub-components: the Law-Related Field Studies Program (funded by Close Up Partners through Florida Close-Up, Inc.); the Attorneys and the Schools Program (sponsored by LEGAL in conjunction with the Young Lawyers Section of the Dade County Bar Association); and the Mock-Trial Competition Program (sponsored by LEGAL, the Young Lawyers Section of the Dade County Bar Association, and the University of Miami Law School).

These three sub-components provide the following services. The Law-Related Field Studies Program enables students from LEGAL classes to visit such law-related field study sites as courts, police departments, and the juvenile justice center. During the 1983-84 school year, over 875 students participated in this program. The Attorneys and the Schools Program helps LEGAL and other social studies classes present in-class mock trials and supplies attorneys to serve as in-class resource persons assisting pupils in their understanding of various aspects of criminal and consumer law. The county-wide Mock Trial Competition allows students participating in the intra-school mock trial competition the opportunity to compete against other schools in a county-wide mock-trial competion.

The evaluation addressed the following questions:

1. Has the LEGAL Project experienced an increase in student and school participation?

2. Have the LEGAL staff provided appropriate instructional support services to LEGAL teachers and students?

3. Have LEGAL personnel undertaken efforts to increase the number of school administrators who are aware of the project?

4. Has LEGAL made available appropriate in-service training to all LEGAL teachers?

5. Has the LEGAL Project maintained and/or enhanced the support it receives from local, state, and national organizations?

Data for this evaluation were obtained from information that was routinely collected as part of the LEGAL Project as well as gathered strictly for this appraisal. "Instruments" employed to collect this data included project activity logs, DCPS records, interviews with project staff, and questionnaires developed by the Office of Educational Accountability (OEA) in conjunction with LEGAL personnel.

Results of this evaluation indicated that the LEGAL Project greatly increased the number of students and schools participating in the program; provided appropriate instructional support services to LEGAL teachers and students; and expended considerable effort to increase the number of school administrators who were aware of the project. Additionally, the project made available appropriate in-service training to all LEGAL teachers; demonstrated that local, state, and national organizations maintained and/or enhanced their support for the LEGAL Project; and received positive evaluations of program products and activities from LEGAL teachers, resource personnel, and student participants.

As a result of these findings, the following recommendations are made:

1. The LEGAL Project should continue to be supported.

2. The LEGAL Project should consider conducting workshops and/or inservice training sessions covering the following topics: conducting mock trials, conducting law-related field experiences, utilizing community resources, and infusing LEGAL into other social studies courses.

3. The LEGAL Project staff should continue its efforts to increase administrators' and social studies department chairpersons' awareness of project activities by making presentations at junior and senior high area principals meeting and at social studies department chairpersons meetings.

4. Given the success of LEGAL at the Junior and Senior high school levels, it is recommended that consideration be given to expanding the support for law related educational activities at the elementary level. These activities are currently provided only minimal funding through a Florida Department of Education mini-grant.

Background

Description of the Project

The LEGAL (Law Education Goals and Learnings) Project has operated in the DCPS since 1976 and was funded (in 1983-84) by the Education Consolidation and Improvement Act (ECIA), Chapter 2, in the amount of $110,565. It is an authorized course of study and is presently offered as an elective for students in grades seven through twelve. In 1983-84 LEGAL Jr., LEGAL Sr., and LEGAL "infusion" courses were taught in over three-fourths of Dade County's junior and senior high schools, involving approximately 40,000 students.

The Social Studies Supervisor for Dade County Public Schools first envisioned the concept that later evolved into the LEGAL Project. Early in 1975, law-related education was identified as a specific subset of social studies education which could possibly make a strong contribution to the development of citizenship skills in students of the Dade School district. Consequently, an experienced social studies teacher and curriculum developer, was contracted to prepare a law-education proposal for funding through Title III/IV (later, Title IV/C) of the Elementary and Secondary Education Act. The resulting proposal proved successful, and the DCPS received a six month planning grant to develop a comprehensive law-related education project.

A coordinator was appointed for the project and, in the early stage of the project, primary concern was focused on identifying objectives and establishing the framework for a needs assessment. Attorneys, evaluation specialists and experienced consultants in the field of law-related education assisted in this task.

Following the planning grant phase, LEGAL obtained a one year operational grant for development. At this time permanent staff members were added and the professional services of additional experts were secured to review and refine objectives and develop items for the needs assessment instrument.

Upon completion, the needs assessment instrument was administered to students enrolled in accredited social studies courses from schools reflecting the multi-ethnic nature of the district's school population. This testing revealed that only 7% of the junior high school students and 15% of the senior high school students were able to attain a majority of the project's major objectives specific to law-related knowledge.

Faced with these results, the project staff set about devising a multi-faceted law-education program which would remediate the identified deficiencies. The LEGAL Project director worked closely with Dade County's social studies supervisor in devising procedures for incorporating LEGAL instructional courses into the district's social studies program.

During these planning sessions, it was agreed to deal with another critical aspect of the problem: not only were students deficient, but their teachers were not properly prepared to provide instruction in law studies. Thus, it was determined that the LEGAL Project would utilize a two-pronged approach in attacking the problem: 1) developing curriculum offerings for students, and 2) providing inservice education opportunities for teachers.

As LEGAL Project staff explored solution alternatives, they enlisted attorneys, educators, and knowledgeable community persons to serve the project in an advisory capacity. In addition, the staff surveyed secondary school social studies teachers and principals to identify prospective participants in the LEGAL Project.

To develop social studies courses for junior and senior high students in both criminal and civil law areas, LEGAL staff contracted skilled curriculum writers and legal experts to develop the various components of these law-focused courses. The resulting courses were based on the main program objectives that had also been used in preparing the needs assessment. For students enrolled in the courses, source books were developed to serve as student curriculum guides.

To provide students with appropriate field study experiences, project staff visited numerous locations in the community that best illustrated various elements of criminal and civil law. Built into all of the student materials were evaluation forms that solicited student input in determining the effectiveness of the various legal products.

As the student products were being developed, the framework for the teacher inservice process was also being established. Several LEGAL workshops were conducted during the first year, featuring nationally known leaders in the field of law education. While group workshops became an important part of the staff development component, the training design also provided for teachers to participate in the inservice process on a more individualized basis through the utilization of a teacher source book.

As the student and teacher products were being devised, an overall evaluation scheme for the project's entire program delivery system was also being constructed. Summative assessment instruments were developed for the junior and senior high programs, as well as individual component assessment instruments that were to serve as mid-term examinations for junior and senior high LEGAL courses.

As the various elements of program development and evaluation progressed, the LEGAL Project continued to establish communication links within the educational and legal communities. The initial citizen advisory concept was formalized so that a permanent body, meeting on a regular basis, provided continuing input to project staff. This advisory group has maintained its mandate throughout the life of the project.

The basic project elements established during the first developmental year were tested during the second developmental (or "pilot-test") year, reviewed and refined, then readied for the all-important third developmental year. During this phase of project development, a field test was conducted, with participating schools implementing products, strategies and testing instruments as prescribed. Evaluation results from the field test year confirmed that the project's stated objectives had been satisfied.

After being nominated for validation by the state advisory council, LEGAL was certified as an exemplary educational practice. Florida's Commissioner of Education authorized the LEGAL Project for the purposes of dissemination to other school districts in Florida. Through the state's Title IV/C Adopter

Grant program, 17 Florida school districts have been allotted small incentive grants to implement LEGAL. During three years of dissemination, this process has involved 25 schools. Teachers have received inservice training, monitoring service and technical assistance to facilitate their efforts.

On August 18, 1982 members of the joint Dissemination Review Panel in Washington, D.C., unanimously approved the LEGAL Project and invited it to join the National Diffusion Network as a nationally validated exemplary project. Although LEGAL has not yet received Network funding, LEGAL personnel have sent materials and curriculum products to consumers in numerous states. In addition, LEGAL has conducted training for adopters who represent several counties in the state of Indiana.

As LEGAL completed its third year of dissemination and final year of Title IV/C funding, it had been installed in over one-half of the public secondary schools in Dade County (30 junior high schools and 12 senior high schools) involving 60 teachers and approximately 6,000 students. In addition the program was in use in two schools in the private sector--Immaculata-LaSalle High School in Miami, and Blessed Trinity School in Miami Springs. Sr. Francis Leo Brown, Assistant Superintendent for Federal Programs for the Archdiocese of Miami, sits on the LEGAL Advisory Committee and helps to coordinate LEGAL services to schools in the Archdiocese.

During the 1981-82 school year, LEGAL added two new programs. One was the Law-Related Field Studies Program, funded by Close Up Partners through Florida Close Up, Inc., and managed by the LEGAL Project. This program enabled over 900 students from LEGAL classes to visit such law-related field study sites as courts, police departments and the juvenile justice center. The other program was the Attorneys and the Schools Program, sponsored by LEGAL and the Young Lawyers Section of the Dade County Bar Association. In one phase of this program, attorneys helped LEGAL and other social studies classes present mock trials. For other classes, attorneys made visits as resource persons to help students understand various aspects of criminal and consumer law. About 25 secondary schools participated in both phases of the Attorneys and the Schools Program.

LEGAL added a county-wide mock-trial competition to its program during the 1982-83 school year.

Major occurrences during LEGAL's final year as a Title IV/C project included a change in project management and the initiation of new procedures regarding the project's delivery mechanism. Both of these changes were described in more detail in the project's Interim Report (March, 1982).

The LEGAL Project's proposal for continuation in the 1982-83 school year via Chapter II funding under ECIA was approved (in May, 1982) by the DCPS Ad Hoc committee of citizens and educators. Shortly thereafter the DCPS Board endorsed the committee's recommendations. For the 1983-84 school year LEGAL was again offered as an authorized program of study for students in grades seven through twelve.

Description of the Evaluation

The evaluation was based on information that was routinely collected as part of the LEGAL Project as well as upon knowledge that was obtained strictly for this appraisal. It was designed to focus on the extent to which each of the project's objectives were accomplished. Instruments employed to gather the necessary data included Project activity logs, DCPS records, interviews with Project staff and questionnaires distributed to social studies and LEGAL teachers, resource personnel and student participants. (See Appendix A for copies of these questionnaires)

LEGAL Project staff established three broad goals for the 1983-84 school year which included:

1. the expansion of LEGAL to non-user schools and students,

2. the continuation and/or expansion of support services to schools currently using LEGAL and,

3. the reinforcement and/or expansion of linkages with resource agencies and organizations at the local, state, and national levels.

To ascertain the extent to which LEGAL achieved its three goals, this evaluation directed its attention to the following questions:

1. Has the LEGAL Project experienced an increase in student and school participation?

2. Has the LEGAL staff provided appropriate instructional support services to LEGAL teachers and students?

3. Have LEGAL personnel undertaken efforts to increase the number of school administrators who are aware of the project?

4. Have the LEGAL employees made available appropriate in-service training to all LEGAL teachers?

5. Has the LEGAL Project maintained and/or enhanced the support it receives from local, state and national organizations?

Results

The following section contains detailed findings of the evaluation of the LEGAL Project. Initially presented are the results of an appraisal of the LEGAL staff's performance vis-a-vis increasing the number of students and schools participating in the project. Following this, data are offered which evaluate the appropriateness of the instructional support services LEGAL personnel provided to LEGAL teachers and students. Next, information is presented which was used to determine if and to what extent LEGAL staff undertook efforts to make school administrators aware of the project. After this, an evaluation of the availability of appropriate in-service training for LEGAL teachers is discussed, and finally a determination is made concerning the extent to which the LEGAL Project maintained and/or enhanced its support from local, state, and national organizations.

Student and School Participation

To ascertain the extent to which the number of students and schools participating in the LEGAL Project increased from the 1982-83 to the 1983-84 school year, information stored in the DCPS computer files was accessed.

Examination of this data showed that during the 1982-83 school year a total of 6,383 pupils (5,470 junior high students and 913 senior high students) enrolled in either LEGAL Jr. or LEGAL Sr. whereas in 1983-84, 9,496 pupils (8,662 junior high and 834 senior high students) participated in LEGAL (See Table I). These figures indicated that the increase in the number of children in grades seven, eight, and nine enrolled in LEGAL classes was 3,192 students. The number of pupils in grades ten, eleven, and twelve registered in LEGAL courses changed from 913 to 834--a decrease of 79 students. Overall, however, the total number of DCPS students enrolled in LEGAL courses changed from 6,383 in 1982-83 to 9,496 in 1983-84--an increase of 3,113 pupils.

One should note that perhaps part of the student increase in junior high and student decrease in senior high may result from an amendment to School Board Rule 6GX13-5B-1.04 (which governs promotions, placement, and graduation for grades K-12 and adult education). This amendment directly impacted the social studies instructional program (for grades 7-12) by changing the grade levels which require a course in social studies. More specifically, this amendment removed civics as a required grade seven social studies course. Consequently the Social Studies Curriculum Department Supervisor sent a memo to all secondary principals recommending that grade seven students who select a social studies course as an elective take CIVICS/LEGAL (see Appendix B for a copy of this memo). Thus, one can infer that the 7,543 enrollment increase in the 1983-84 grade seven CIVICS/LEGAL course was at least, partly due to this rule change and the resulting Social Studies Curriculum Department Supervisor's recommendation. Similarly, the 4,355 decrease in ninth grade enrollment in LEGAL courses may be due, in part, to this same rule which mandated World History/Studies as a required grade nine social studies course. Last year, no social studies course was required for grade nine pupils. Consequently, during that time, many ninth graders opted to take a LEGAL course. This option was not available this year.

To determine the extent to which DCPS secondary social studies teachers and students experienced LEGAL via an infusion methodology (i.e., units of study or individual lessons that deal with law-related topics), a questionnaire, developed by OEA, was sent to all first and second semester teachers of social studies. Analysis of the information garnered from this survey suggested that 296 social studies teachers (i.e. 151 during the first semester and 145 during the second semester) infused law-related educational activities into their regular social studies courses. Furthermore, analysis also showed that 29 teachers used infusion methodology for at least one day, 58 employed it from two to five days, 72 teachers utilized it from six to ten days, 40 teachers utilized from eleven to fifteen days; and 97 teachers employed it for more than fifteen days (See Tables IIa and b).

Regarding the number of social studies students involved with LEGAL via infusion, analysis of questionnaire data showed that for the 1983-84 school year approximately 24,000 to 31,000 pupils experienced law-related educational activities during their regular social studies courses. Further analyses indicated that between 12,000 and 16,000 pupils were involved with LEGAL

infusion during the first semester and a similar number were involved during the second semester (See Table IIc).

Table I

A Comparison between the Number of Students Enrolled in LEGAL in 1982-83 versus 1983-84

		Number of students enrolled in LEGAL		
Course name	Grade level	1982-83	1983-84	Gain/Loss
LEGAL Jr.	7	982	8,525	+7,543
	8	63	67	+4
	9	4,425	70	-4,355
LEGAL Sr.	10	484	288	-196
	11	140	224	+84
	12	289	322	+33
Totals		6,383	9,496	+3,113

Table IIa

Number of Social Studies Teachers Using Infusion to Teach Law-Related Educational Activities

N=683

Semester	Number of Teachers Using Infusion
1	151
2	145
Totals	296

Table IIb

Number of Days Social Studies Teachers Utilized Infusion

Semester	Number of Days	Number of Social Studies Teachers
1	1 day	13
	2-5 days	35
	6-10 days	52
	11-15 days	16
	15+ days	35
	Sub-Total	151
	1 day	16
	2-5 days	23
2	6-10 days	20
	11-15 days	24
	15+ days	62
	Sub-Total	145
	Total	296

Table IIc

Number of Students Experiencing LEGAL via Infusion

Semester	Number of Students	Number of Teachers Using Infusion	Total Number of Students
	20 - 30	14	288 - 420
	31 - 60	15	465 - 900
1	61 - 90	15	915 - 1350
	91 - 120	32	2912 - 3840
	121 - 150	63	7623 - 9450
		Sub-Total	12,203-15,960
	20 - 30	9	180 - 270
	31 - 60	23	713 - 1380
2	61 - 90	20	1220 - 1800
	91 - 120	24	2184 - 2880
	121 - 150	62	7502 - 9300
		Sub-Total	11,794-15,630
		Total	24,002-31,590

Examination of the data concerning the number of schools participating in LEGAL showed that 50 schools (30 junior high and 20 senior high) were involved in the 1982-83 school year whereas 55 schools (36 junior high and 19 senior high) were involved in the 1983-84 school year. (See Table III)

Provision of Instructional Support Services to LEGAL Teachers and Students

To ascertain the extent to which the LEGAL staff provided appropriate instructional support services to LEGAL teachers and students, an examination was made of the project's activity logs to determine the quality and quantity of assistance supplied. In addition, OEA staff analyzed the results of specific items on questionnaires completed by almost all LEGAL teachers and a stratified random sample of pupils enrolled in LEGAL Jr. and LEGAL Sr. to determine the extent to which the instructors and students were satisfied with the project's support services.

Inspection of LEGAL's activity logs and warehouse materials showed that LEGAL personnel provided several types of instructional support to LEGAL teachers and students, including the creation and distribution of numerous lesson plans involving law-related educational activities, the development and dissemination of two teacher and student source books (i.e., one for junior high and one for senior high) to assist teachers and pupils involved with field study activities; and the coordination of 1) all law-related field studies, 2) the county wide mock-trial competition components of LEGAL, 3) the Urban Consumer Education Project; and 4) the Florida Close-Up Partners aspect of LEGAL.

More specifically, LEGAL staff devised some lessons based on law-related articles published in a local newspaper and created others which dealt with urban consumer education. In addition, LEGAL Project staff coordinated and/or supervised 31 law-related field studies encompassing 23 junior and senior high schools and involving approximately 875 students.

Furthermore, LEGAL Project personnel, while facilitating the county-wide mock-trial competition, held at least seven meetings attended by DCPS social studies teachers, school administrators, lawyers, and judges who were involved with this sub-component of LEGAL; established rules and procedures for the competition, provided the necessary attorneys and judges; and in conjunction with members of the Young Lawyers Section of the Dade County Bar Association, scored and/or ranked the competing teams. Finally, LEGAL staff met several times with teachers and administrators from MacArthur South, and as a result established this school as a Close-Up Partners "intensive site" as well as a facility that teaches LEGAL courses. LEGAL support for the school also included preparing the students for trips to Tallahassee and Washington, D.C., and chaperoning some of MacArthur's LEGAL students on these governmental field studies to view the legislative process.

Notwithstanding the above-mentioned specifics concerning LEGAL's instructional support activities to LEGAL teachers and students, inspection of LEGAL's activity logs also showed that program personnel provided support to LEGAL teachers from different schools on several occasions. On at least two occasions LEGAL staff met with LEGAL teachers to plan LEGAL activities and workshops for the 1983-84 school year. In addition, LEGAL employees met at least once with new LEGAL teachers at Shenandoah Junior, provided support to the LEGAL teacher at COPE North, observed consumer law lessons at both Miami

Table III

A Comparison of the Number of Schools Offering LEGAL Jr. and/or LEGAL Sr. in 1982-83 versus 1983-84

Type of school	Number of schools participating 1982-83	Number of schools participating 1983-84	Gain/Loss
Junior high	30	36	+6
Senior high	20	19	-1
Total number of schools offering LEGAL	50	55	+5

Springs and Southwood Junior High, and presented trophies for the mock-trial competition winners at Southwest Miami Senior and Miami Palmetto Senior High Schools.

Finally, a visual inspection of LEGAL's offices showed that the LEGAL Project maintained, throughout the 1983-84 school year, a sufficient quantity of LEGAL curriculum materials which were supplied upon request to LEGAL teachers.

Analysis of responses to selected questionnaire items provided by LEGAL teachers (See Table IV) showed that 83.3% of all respondents were aware of LEGAL curriculum products, that 73.8% had requested LEGAL materials and that 80.7% of those who had asked for curriculum matter believed they had obtained "adequate" materials "always" or "most of the time".

Finally, the questionnaire results indicated that 83.8% thought materials were promptly delivered "always" or "most of the time."

Analysis of the LEGAL pupils' responses to the student questionnaire indicated that 40% of the respondents thought the quality of materials used to support the instruction was better than that employed in their other courses while 43.6% believed the quality of materials was about the same. Furthermore, 45.6% of the pupils indicated that the quality of outside resources used to support the instruction was better than the resources used in their other classes and 26.4% felt the quality was about the same. Finally, a majority of LEGAL pupils who had come into direct contact with resource personnel (such as judges, attorneys, etc.) rated all resource personnel categories "good", with especially high ratings given to judges and attorneys. (See Table V)

Table V

LEGAL Students' Perceptions Regarding LEGAL Resource Personnel

	Quality of Instruction					
	good		average		bad	
Personnel	N	%	N	%	N	%
judges	96	70.6	35	25.7	5	3.7
attorneys	129	69.0	54	28.9	4	2.1
police officers	120	62.5	60	31.3	12	6.3
consumer law representatives	66	52.8	48	38.4	11	8.8

Concerning the provision of instructional support services to LEGAL's subcomponents, a partial breakdown of teachers' responses regarding this area produced the results displayed in Table VI. In brief, inspection of this table shows that 58% to 80% of responding LEGAL teachers believed they obtained adequate instructional support (responded "agree" or " "strongly agree" to the statements). The Law Related Field Study Program received particularly high ratings for instructional support.

Administrators' Awareness of LEGAL

To ascertain the extent to which the LEGAL Project attempted to increase the number of school administrators who possessed awareness of the Project, the evaluator examined LEGAL's activity logs to determine the quality and quantity

of LEGAL's efforts in this endeavor. Inspection of these logs showed that LEGAL personnel utilized several approaches to achieve this task. For example, LEGAL staff members presented information on the program and its services on at least three occasions to DCPS area principals' meetings. Also, LEGAL employees met individually, on at least two occasions with administrative personnel representing Psychological Services and teachers of severely emotionally disturbed (SED) children informing them of LEGAL project activities and discussing potential workshops for SED teachers. Furthermore, LEGAL staff made presentations concerning their project, on at least two occasions, to the Dade County Administrators Association. In addition, LEGAL Project employees distributed LEGAL materials and answered questions regarding LEGAL at the Quest Conference--a yearly educational conference which emphasizes the presentation of new programs, new materials, etc. Finally LEGAL personnel met

Table IV

Responses of LEGAL Teachers to Questionnaire Items Related to Provision of Instructional Support Services

N=42

Item number	Item question	Number and percent responding to each choice					
		Yes		No		No response	
		N	%	N	%	N	%
#10	Do you know what curriculum products are available from the LEGAL office?	35	83.3	7	16.7	0	0
#11	Do you ever request materials from the LEGAL Office?	31	73.8	11	26.2	0	0

Item number	Item question	Number and percent responding to each choice							
		Always		Most of the time		Sometimes		Never	
		N	%	N	%	N	%	N	%
#11a	Were you able to obtain adequate materials from the LEGAL Office?	19	61.3	6	19.4	4	12.9	2	6.5
#11b	Were the materials you ordered promptly delivered?	21	67.7	5	16.1	4	12.9	1	3.2

Table VI

LEGAL Teacher Responses Regarding Instructional Support Services for LEGAL Sub-components

Item #	Item	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
Law Related Field Study Program		N	%	N	%	N	%	N	%	N	%
I2 C1	I believe the Law Related Field Study Program's materials (i.e. the field study modules) were satisfactory					1	6.7	9	60.0	5	33.3
C2	I think the support from the community resource organizations was adequate					0	0	12	80.0	3	20.0
C3	I feel the coordination supplied by the LEGAL Project staff was sufficient					1	6.7	6	40.0	8	53.3
Mock-Trial Program											
I3 C1	I believe the training I experienced to institute a mock trial was sufficient.			1	8.3	0	0	8	66.7	3	25.0
C2	I think the support materials I experienced regarding the Mock-Trial Program were adequate.			0	0	0	0	9	69.2	4	30.8
C3	I feel the services provided by the Mock-Trial competition coordinator (i.e. the U of Miami Law School) were satisfactory					1	10.0	5	50.0	4	40.0
C4	I believe the assistance I obfrom the LEGAL Project staff was adequate to support the Mock-Trial Program							7	58.3	5	41.7
Community Law Program											
I4 D1	I believe the support that I received from community resource agencies was sufficient							1	100		
3	I feel the LEGAL Project materials (e.g., the Community Law Program Source Book and the filmstrip for the Community Law Sub-Component) were satisfactory					1	100	0	0		
4	I believe the support which I obtained from the LEGAL Project staff was adequate							1	100		

on at least two occasions with social studies department chairpersons (from the North and South Central Areas) to explain the most recent developments regarding the LEGAL Project.

In short, it appears that the LEGAL Project undertook a sincere and conscientious county-wide effort to make junior and senior high principals, social studies department chairpersons, and social studies teachers aware of LEGAL and its services

Provision of Inservice Training to LEGAL Teachers

To determine the extent to which the LEGAL Project made available appropriate inservice training to all LEGAL teachers, LEGAL's activity logs and some of the data obtained from questionnaires sent to all LEGAL teachers were analyzed to ascertain the quality and quantity of effort LEGAL employed to accomplish this task. LEGAL conducted at least 4 workshops (for all LEGAL teachers) which covered the following topics: the death penalty, juvenile delinquency, consumer law, and the teaching of Civics/LEGAL. In addition, the logs indicated that LEGAL held ten mini-workshops at ten different locations (with approximately 250 LEGAL teachers attending these workshops). These workshops covered such areas as law-related education and the emotionally handicapped, the death penalty, consumer law and law-related educational activities. Approximately 60 teachers participated in these mini-workshops. (See Appendix D for a sample of announcements/agenda/participant rosters documenting the provision of inservice training).

Analysis of LEGAL teacher responses to the survey indicated that about 70% of the teachers believed they had received adequate in-service training. Thirty-one of the 42 teachers who completed the questionnaire also stated that they would like more in-service training, particularly in the areas of selecting materials, utilizing community resources, conducting law-related field experiences, constructing evaluative instruments, and conducting a mock trial. Apparently, a large number of LEGAL teachers who filled out this survey, were eager to know more about LEGAL, despite the fact that most thought the inservice training which had been provided was adequate (See Table VII).

In brief, examination of LEGAL's activity logs and analysis of teacher responses to questionnaires suggested that the LEGAL Project did indeed make available appropriate inservice training to all LEGAL teachers.

Local, State, and National Organizational Support for the LEGAL Project

To ascertain the extent to which the LEGAL Project maintained and/or enhanced its support from local, state, and national organizations, the evaluator inspected LEGAL activity logs to determine the quality and quantity of contacts which LEGAL realized with these organizations. (See Appendix E for a sample of documents supporting these contacts.)

Regarding links with local groups, examination of the logs showed that LEGAL personnel met with representatives from county organizations including the Young Lawyers Section of the Dade County Bar Association, Youth Crime Watch, the Metro Dade Criminal Justice Council, the Dade Marine Institute, the City of Miami Police Department, Nova Law School, the Dade County Public Defender's Office, the Dade County Court Mediator, the Dade County Consumer Protection

Table VII

Teacher Responses (N= 42) Concerning the Adequacy of In-Service Training

Item Number	Item	Number and Percentage Responding Positively and Negatively to the item			
		Yes		No	
		N	%	N	%
#9	Did you receive adequate inservice training regarding LEGAL?	28	71.8	11	28.2
#15	Would you like additional inservice training?	31	77.5	9	22.5

#15A	If yes; in what areas?	Number of Responses
a	Selecting materials	9
b	Utilizing community resources	10
c	Conducting law-related field experiences	11
d	Constructing evaluative instruments	10
e	Conducting mock trial	15
f	Conducting moral dilemmas	5
g	Utilizing media resources	9
h	Conducting a community law project	5
i	Infusing LEGAL into other social studies courses	10
j	Conducting LEGAL research	4
k	Working with court observer	6
l	Developing instructional strategies	6

Division, the Miami Dade Crime Commission, the Miami Herald, Miami Dade Community College, Florida Power and Light, and the Consumer Advocate's Office. More specifically, during the 1983-84 school year LEGAL staff met with individuals from the Young Lawyers Section of the Dade County Bar Association on at least six occasions, and with people from Youth Crime Watch on at least six occasions, and with personnel from the Metro Dade Criminal Justice Council on one occasion. Additionally, meetings were held with staff from the Dade Marine Institute on two instances, the City of Miami Police Department on one occasion, Nova Law School on three occasions, and on at least one occasion with the following organizations: The Dade County Public Defender's Office, the Dade County Court Mediator, the Dade County Consumer Protection Division, the Miami Dade Crime Commission, the Miami Herald, Miami Dade Community College, Florida Power and Light, and the Consumer Advocate's office.

Concerning communication with state organizations, perusal of LEGAL's 83-84 activity logs indicated that its staff achieved contact with several state organizations, including Florida Close-Up Inc. on at least twelve occasions, the Department of Education on at least three instances, The Florida Bar Association on at least two occasions and on at least one occasion with the Florida Council of Social Studies, the Southeast Florida Institute of Criminal Justice, and representatives from the Governor's office, the Attorney General's office and The Florida Supreme Court's office. Finally, LEGAL personnel offered workshops and/or provided consultative services to one other school district (i.e., Collier High School in Naples and other Collier County teacher).

Nothwithstanding the contacts which the LEGAL staff maintained with local and state organizations, LEGAL personnel also established and/or enhanced relations with several national organizations including the American Bar Association, the National Council for the Social Studies, the Immigration and Naturalization Service, and the Constitutional Rights Foundation. More specifically, representatives from LEGAL met with all the above-mentioned organizations on at least one occasion. In addition, LEGAL staff, on at least two instances, had contact with staff from the National Institute for Citizenship Education.

In brief, examination of LEGAL's activity logs suggested that the LEGAL Project adequately maintained and/or enhanced its contacts with local, state, and national organizations.

Discussion/Recommendations

Analysis of all data collected for the LEGAL Project evaluation indicated that the program achieved its three major goals for the 1983-84 school year. More specifically, it increased by 3,113, the number of students enrolled in 1983-84 LEGAL classes as compared to the number enrolled in 1982-83. Also, it enlarged by 5 the number of schools participating in LEGAL in 1983-84 as compared with the number participating in 1982-83. Furthermore, it maintained and/or increased its support services to schools currently using LEGAL and reinforced and/or expanded its linkages with local, state, and national resource agencies.

Based on these findings, the following recommendations are made:

1. Financial support for the LEGAL project should be continued.

2. The LEGAL Project should consider conducting workshops and/or inservice training sessions covering the following topics: mock trials, law-related field experiences, utilizing community resources, and infusing LEGAL into other social studies courses.

3. The LEGAL Project staff should continue its efforts to increase administrators' and social studies department chairpersons' awareness of project activities by making presentations at junior and senior high area principals meeting and at social studies department chairpersons meetings.

4. Given the success of LEGAL at the Junior and Senior high school levels, it is recommended that consideration be given to expanding the support for law related educational activities at the elementary level. The activities are currently provided only minimal funding through a Florida Department of Education mini-grant.

Appendix A

LEGAL Teacher, Resource Personnel and Student Questionnaires

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-1191
January 27, 1984

TO: Dade County Junior and Senior High School Principals

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: THE LEGAL PROJECT SOCIAL STUDIES TEACHERS QUESTIONNAIRE

The Office of Educational Accountability, in conjunction with the LEGAL Project, is conducting a survey to ascertain the extent to which teachers of social studies are integrating law-related educational activities into their regular social studies courses (including LEGAL courses). Consequently, we are asking you to distribute the enclosed questionnaires and envelopes to the individuals whose names appear on the list attached to this memo. All returned data will be summarized prior to documenting the results of this survey, thus ensuring the confidentiality of your teachers' responses.

Should you have questions regarding any aspect of this survey, please feel free to contact me or Norm Proller at 350-3447.

Thank you for your cooperation in this matter.

RT:NP:rvw

Attachment

cc: Mr. Horace Martin
Mr. Paul Hanson
Dr. Robert Collins
Mr. Ronald Cold
Mr. Sylvan Seidenman

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-1192
January 27, 1984

TO: Teachers of Social Studies

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: THE LEGAL PROJECT SOCIAL STUDIES TEACHER QUESTIONNAIRE

The Office of Educational Accountability, in conjunction with the LEGAL Project, is conducting a survey to ascertain the extent to which social studies teachers are integrating law-related educational activities into their regular social studies courses. Please complete the brief questionnaire which is attached and return it, via school mail in the pre-addressed envelope, no later than February 10. All responses will be summarized prior to documenting the results of this survey, thus ensuring the confidentiality of your answers.

Should you have questions regarding any aspect of this survey, please feel free to phone me or Norm Proller at 350-3447.

Thank you for your cooperation in this matter.

RT:NP:rvw

Attachment

cc: Mr. Horace Martin
Mr. Paul Hanson
Dr. Robert Collins
Mr. Ronald Cold
Mr. Sylvan Seidenman

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
Social Studies Teachers Survey

Do Not Write in This Column

Name: _____ School: _____

1. I am presently teaching the following required social studies courses:

Junior High Courses

American Citizenship Yes [ ] 1 No [ ] 2 World History/Studies Yes [ ] 1 No [ ] 2 — 1 - 2

Other junior high social studies courses I am teaching:

_____ _____ _____ — 3 - 5

Senior High Courses

American Citizenship Yes [ ] 1 No [ ] 2 American Government/ Economics Yes [ ] 1 No [ ] 2 — 6 - 7

Other senior high social studies courses I am teaching:

_____ _____ _____ — 8 - 10

2. When teaching social studies courses (other than LEGAL) during the fall of 1983 I have used an infusion method [i.e. adding or integrating law-related activities into the course(s)]. Infusion activities could include both in-class presentations as well as visits to community resources.

Yes [ ] 1 No [ ] 2 — 11

IF YOU ANSWERED "NO" TO QUESTION 2, SKIP TO QUESTION 11.

Auth: MIS; Exp. Date: Feb. 29, 1984

Do Not Write in This Column

3. Write the name(s) of the social studies course(s) in which you are utilizing an infusion method to add law-related activities into another social studies course:

Junior High Course Names

_____ 1 _____ 2 _____ 3 — 12 - 14

Senior High Course Names

_____ 1 _____ 2 _____ 3 — 15 - 17

4. I employed curriculum materials developed and/or distributed by the LEGAL Project when presenting lessons involving law-related activities.

Yes [ ] 1 No [ ] 2 — 18

5. I used an infusion method (during the fall semester, 1983) to teach law-related educational activities for the following total number of days:

_____ 1 1 day

_____ 2 2-5 days — 19

_____ 3 6-10 days

_____ 4 11-15 days

_____ 5 15+ days

Auth: MIS; Exp. Date: Feb. 29, 1984

Do Not Write in This Colum

6. During the fall of 1983, I taught law-related activities via the infusion method at some point in time to the following number of different students:

___ 1 20-30
___ 2 31-60
___ 3 61-90 20
___ 4 91-120
___ 5 121-150

FOR QUESTIONS 7, 8, AND 9, PLEASE UNDERLINE THE PHRASE THAT MOST CLOSELY REFLECTS YOUR ANSWER.

7. I found it easy to infuse law-related educational activities into my regular social studies lessons. 21

Strongly Disagree 1 | Disagree 2 | Undecided 3 | Agree 4 | Strongly Agree 5

8. I am satisfied with my knowledge regarding the teaching of law-related educational activities via the infusion method. 22

Strongly Disagree 1 | Disagree 2 | Undecided 3 | Agree 4 | Strongly Agree 5

9. I felt limited concerning my attempt to adequately infuse law-related educational activities/materials into my regular social studies lessons. 23

Strongly Disagree 1 | Disagree 2 | Undecided 3 | Agree 4 | Strongly Agree 5

Auth: MIS; Exp. Date: Feb. 29, 1984

Do Not Write in This Column

10. I felt limited in one or more of the following ways:

____ 24 not applicable

____ 25 insufficient classroom time

____ 26 lack of appropriate materials

____ 27 lack of knowledge concerning law-related issues

____ 28 lack of knowledge concerning visitations to appropriate community resources

____ 29 lack of knowledge regarding appropriate in-class speakers

____ 30 other: _____

_____

24 - 30

11. I would like some in-service training regarding the teaching of law-related educational activities via the infusion method.

Yes	No
☐ 1	☐ 2

31

12. If you answered yes to question 11, check any of the following areas in which you would like to receive training:

____ 32 selecting materials

____ 33 utilizing community resources

____ 34 conducting law-related field experiences

____ 35 constructing evaluative instruments

____ 36 conducting a mock trial

____ 37 conducting moral dilemmas

____ 38 utilizing media resources

____ 39 conducting a community law project

____ 40 conducting legal research

____ 41 developing instructional strategies

32 - 41

OEA: 01/06/84
Social Studies Teachers
Survey/AWOJ

Auth: MIS; Exp. Date: Feb. 29, 1984

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-1275
March 12, 1984

TO: Social Studies Department Chairpersons

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: RETURN OF THE LEGAL PROJECT SOCIAL STUDIES TEACHER QUESTIONNAIRES

During the week of February 6th, the above titled questionnaire was mailed to the principals of DCPS Junior and Senior High Schools for distribution to all teachers who were (during the fall of 1983) teaching courses listed under the category of social studies. Accompanying instructions requested recipients to complete the questionnaire and return it by February 10th. Although we have received many of those forms, the percentage of returns is not yet sufficient for us to generalize to the entire population of DCPS teachers of social studies.

Consequently, we are requesting that you place copies of the attached memorandum in staff mail boxes as a reminder to those teachers who may not have, as yet, responded. To assist you, we have included for each school, sufficient questionnaires and return envelopes to easily accommodate the respective number of forms which the various schools require.

Should you or others of your staff have any questions concerning this request please do not hesitate to call me or Norm Proller at 350-3447.

Thank you for your cooperation.

RT:NP:rvw

Attachments

cc: Mr. Horace L. Martin
Secondary School Principals
Mr. Paul Hanson
Mr. Ron Cold
Mr. Sylvan Seidenman
Dr. Bob Collins

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-1353
May 17, 1984

TO: LEGAL Teachers

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: SURVEY OF LEGAL TEACHERS

As part of an evaluation of the LEGAL Project, the Office of Educational Accountability is asking all LEGAL teachers to respond to the attached questionnaire.

We are interested in determining, among other things, your experience in teaching LEGAL, the components of the program which you characteristically implement, and the nature and quality of your interaction with the District-level LEGAL office. The sole intent of this survey is to draw a countywide picture of the LEGAL project, rather than focus on individual respondents or schools. Consequently, all individual responses will be summarized so as to preserve your anonymity.

Please respond to the attached questionnaire and return, by May 18th, in the enclosed envelope via school mail to:

Office of Educational Accountability
Mail Code 9999, Room 809
Board Administration Building
Attn: Norm Proller

Should you have any questions regarding this survey, please feel free to contact me or Norman Proller at 350-3447.

Thank you for your assistance in this endeavor.

RT/NP/awoj

Attachment

cc: Mr. Horace Martin
Selected Area Directors
Secondary Principals
Mr. Paul Hanson
Dr. Bob Collins
Mr. Ron Cold
Mr. Sylvan Seidenman

BEST COPY AVAILABLE

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-1551
May 17, 1984

TO: LEGAL Teachers

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: SURVEY OF LEGAL TEACHERS

As part of an evaluation of the LEGAL project, all LEGAL teachers are being asked to complete a questionnaire. A copy of this questionnaire, along with a cover letter describing its purpose and content, is included in this package for your use.

Additionally, we are requesting a small sample of LEGAL teachers (of which you are one) to administer surveys to their LEGAL students in the class period(s) specified by the small typewritten note attached to this package. A sufficient number of surveys for your students is included in this package. Please note that, for both teacher and student surveys, we are asking only for the identification of your school. All individual responses will be summarized so as to preserve your anonymity.

Instructions to the students appear on the first page of their questionnaire. When students have finished, have them seal the completed questionnaire in the individual envelopes provided and return them to you. Please return the student envelopes (along with your questionnaire) in the large brown envelope which we have provided by May 28th to:

Office of Educational Accountability
Mail Code 9999, Room 800
Board Administration Building
Attention: Norm Proller.

Please do not hesitate to call me or Norm Proller at 350-3447 if you have any questions regarding these procedures.

Thank your for your cooperation.

RT/NP/awoj

Attachments

cc: Mr. Horace Martin
Selected Area Directors
Dr. Paul Hanson
Dr. Bob Collins
Mr. Ron Cold
Mr. Sylvan Seidenman

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DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL TEACHERS' QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

Location Number: _____ 1 - 4

1. How many years have you worked as a teacher? _____ 5 - 6

2. How many semesters have you taught a LEGAL course? _____ 7 - 8

3. What Social Studies grade level(s) did you teach this school year? (check all those which apply) _____ 7th, _____ 8th 9 - 14
(1) (2)

_____ 9th _____ 10th _____ 11th _____ 12th
(3) (4) (5) (6)

4. In your opinion, is/are the LEGAL course(s) worthwhile?
_____ yes _____ no 15
(1) (2)

5. Would you like to teach a LEGAL course next year? _____ yes _____ no 16
(1) (2)

6. How would you generallly rate the interest level of your students regarding the LEGAL course(s) you teach?

_____ high _____ medium _____ low 17
(1) (2) (3)

7. Indicate the extent to which you believe that each of the following potential benefits of exposure to a LEGAL course (listed below) is characteristically attained by your students by selecting the appropriate number from the rating scale below, and placing it to the left of each potential benefit.

Rating Scale

1 - attained by most
2 - attained by some
3 - attained by few or none

_____ learning facts about the law 18

_____ learning to analyze situations or solve problems 19

_____ developing a positive attitude toward the law 20

_____ acquiring information regarding law-related careers 21

_____ learning to think critically 22

_____ learning to work cooperatively with others 23

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL TEACHERS' QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

Rating Scale

1 - attained by most
2 - attained by some
3 - attained by few or none

____ developing an awareness that the legal system is not flawless — 24

____ other (write in): _____ — 25 - 28

____ _____

____ _____

____ _____

8. Place a check (✓) before all of the following resource personnel which you utilized in your LEGAL classes and rate the effectiveness of their resource presentations by placing a check (✓) in the appropriate column to the right of each checked personnel category.

personnel	good 1	fair 2	poor 3	
____ judges				29
____ attorneys				30
____ police officers				31
____ consumer law representatives				32
____ others (specify below):				33
____ _____				34
____ _____				35

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL TEACHERS' QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

9. Did you receive adequate inservice training regarding the teaching of LEGAL?

___1 yes ___2 no 36

10. Do you know what curriculum products are available from the LEGAL office? 37

___1 yes ___2 no

11. Did you ever request materials from the LEGAL office?

___1 yes ___2 no 38

If yes:

a. Were you able to obtain adequate materials from the LEGAL office? (check one):

___1 always ___3 sometimes 39

___2 most of the time ___4 never or almost never

b. Were the materials you ordered promptly delivered? (check one):

___1 always ___3 sometimes 40

___2 most of the time ___4 never or almost never

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL TEACHERS' QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

12. This school year, were any of your students involved in the Law Related Field Study Program?

___ yes (1) ___ no (2) 41

If yes:

a. How many students were involved? _____ 42 - 44

b. Do you think the program was worthwhile? ___ yes (1) ___ no (2) 45

c. Please respond to each of the following statements on the lines provided by writing the one number from the scale below that most accurately describes your feelings.

strongly disagree 1	disagree 2	undecided 3	agree 4	strongly agree 5

____ I believe the Law Related Field Study Program's materials (i.e., the field study modules) were satisfactory. 46

____ I think the support from the Community Resource organizations was adequate. 47

____ I feel the coordination supplied by the LEGAL Project staff was sufficient. 48

____ I believe the overall value of the Law Related Field Study Program is worth the effort involved. 49

13. This school year, were any of your students involved in the Mock Trial Program?

___ yes (1) ___ no (2) 50

If yes:

a. How many students were involved? _____ 51 - 53

b. Do you think the program was worthwhile? ___ yes (1) ___ no (2) 54

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL TEACHERS' QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

c. Please respond to each of the following statements on the lines provided by writing the one number from the scale below that most accurately describes your feelings.

strongly disagree 1	disagree 2	undecided 3	agree 4	strongly agree 5

___ I believe the training I experienced to institute a mock trial was sufficient. 55

___ I think the support materials I received regarding the Mock Trial Program were adequate. 56

___ I feel the services provided by the mock trial competition coordinator (i.e. the University of Miami Law school) were satisfactory. 57

___ I believe the assistance I obtained from the LEGAL Project staff was adequate to facilitate the Mock Trial Program. 58

14. This school year, were any of your students involved in the Community Law Project Program? (senior high school) 59

___1 yes ___2 no

If yes:

a. How many students were involved? ____ 60 - 62

b. Do you feel the program was worthwhile?

___1 yes ___2 no 63

Auth: MIS; Exp. Date: May 31, 1984

DO NOT WRITE IN THIS COLUMN

c. At your school was the Community Law Program (check one):

___ community based? 64
1

___ school based?
2

___ both?
3

d. Please respond to each of the following statements on the lines provided by writing the one number from the scale below that most accurately describes your feeling.

strongly disagree 1	disagree 2	undecided 3	agree 4	strongly agree 5

___ I believe the support that I received from Community Resource agencies was sufficient. 65

___ I think the students' abilities to conduct independent research have generally improved. 66

___ I feel the LEGAL Project materials (e.g., the Community Law Source Book and the filmstrip) for this program were satisfactory. 67

___ I believe the support which I obtained from the LEGAL Project staff was adequate. 68

15. Would you like additional inservice training?

___ yes ___ no 69
1 2

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL TEACHERS' QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

If yes, in what areas? (check as many as apply)

____	selecting materials	70
____	utilizing community resources	71
____	conducting law-related field experiences	72
____	constructing evaluative instruments	73
____	conducting a mock trial	74
____	conducting moral dilemmas	75
____	utilizing media resources	76
____	conducting a community law project (senior high)	77
____	"infusing" LEGAL into other social studies courses	78
____	conducting legal research (senior high)	79
____	working with the Court Observer Program (senior high)	80
____	developing instructional strategies	81
____	other (describe briefly):	

_____

_____

_____ 82 - 86

_____

_____

DADE COUNTY PUBLIC SCHOOLS

BOARD ADMINISTRATION BUILDING
OFFICE OF EDUCATIONAL ACCOUNTABILITY
1410 NORTHEAST SECOND AVENUE
MIAMI, FLORIDA 33132

DR. LEONARD BRITTON
SUPERINTENDENT OF SCHOOLS

DR. RAY TURNER
ASSISTANT SUPERINTENDENT
EDUCATIONAL ACCOUNTABILITY
(305) 350-3447

DADE COUNTY SCHOOL BOARD
MR. PAUL L. CEJAS, CHAIRMAN
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MR. G. HOLMES BRADDOCK
DR. MICHAEL KROP
MS. JANET R. McALILEY
MR. WILLIAM H. TURNER

May 31, 1984

Dear Community Resource Person:

As part of an evaluation of the LEGAL Project, the Dade County Public Schools is surveying professionals, such as yourself, who have contributed their time in various capacities to the LEGAL project. We are interested in information descriptive of the nature and extent of your involvement with LEGAL as well as your reactions to certain aspects of the project.

You will note that we are not asking you to identify yourself. Rather, our intent is to draw a countywide picture of the reactions of community resource persons to the issues raised in this survey.

Please fill out this questionnaire at your earliest convenience, preferably before June 15th, and return it in the enclosed, self-addressed envelope. Should you have questions concerning the nature or intent of this evaluation, please feel free to call me or Norm Proller at 350-3447.

Your assistance in this endeavor is greatly appreciated.

Sincerely,

Ray Turner
Assistant Superintendent
Office of Educational Accountability

RT:NP:awoj

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DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
RESOURCE PERSON SURVEY
LEGAL PROJECT EVALUATION

DO NOT WRITE IN THIS COLUMN
1 - 2

1. What is your occupation? _____ 3 - 7

2. How were you involved in the LEGAL project? (check those that apply):

____ a. General program involvement 8

____ b. Law Related Field Study Program 9

____ c. Mock Trial Program 10

____ d. As a resource person in the classroom 11

____ e. Other (please specify): _____ 12 - 14

_____

3. For approximately how many hours were you involved with LEGAL? (since July 1, 1983) _____ 15 - 16

4. a. If you came into any direct contact with students, on what grade level were these students? (check either or both): 17 - 18

_____ senior high school ____ junior high school

b. With approximately how many students did you come into contact? 19 - 21

_____

Auth: MIS; Exp. Date: June 30, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
RESOURCE PERSON SURVEY
LEGAL PROJECT EVALUATION

DO NOT WRITE IN THIS COLUMN
1 - 2

5. Do you feel that you had an adequate orientation regarding:

	yes	no	
a. the overall goals of the LEGAL Project?	1	2	22
b. the development and history of the LEGAL Project?	1	2	23
c. the extent to which the LEGAL Project is incorporated into the school curriculum?	1	2	24
d. the purpose of the program component in which you participated?	1	2	25
e. your role in the LEGAL Project?	1	2	26
f. the age, grade level, and knowledge level of the students with whom you and/or your agency had contact?	1	2	27

6. List those areas, if any, (from the six items mentioned in question 5) in which you would have preferred a more thorough orientation:

_____

_____

_____ 28 - 33

_____

_____

Auth: MIS; Exp. Date: June 30, 19[illegible]

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
RESOURCE PERSON SURVEY
LEGAL PROJECT EVALUATION

DO NOT WRITE IN THIS COLUMN
1 - 2

7. If you came into contact with any teachers during your involvement with the LEGAL Project, was that contact (check one):

___ favorable (1) ___ unfavorable (2) 34

8. How would you describe student interest in law-related education? (check one):

___ high (1) ___ average (2) ___ low (3) 35

9. If you had contact with students, what were you attempting to accomplish? (check any of those which apply):

_____ a. teach students facts about the law 36

_____ b. teach students to analyze or solve problems 37

_____ c. improve students' attitudes toward the law 38

_____ d. stimulate students' interest in entering law-related careers 39

_____ e. teach students to think critically 40

_____ f. other (specify): _____

_____ 41 - 44

_____

_____

Auth: MIS; Exp. Date: June 30, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
RESOURCE PERSON SURVEY
LEGAL PROJECT EVALUATION

DO NOT WRITE IN THIS COLUMN
1 - 2

10. Would you like to continue your involvement in the LEGAL Project?

45

___ yes (1) ___ no (2)

Comments: _____

_____

_____

_____

_____

BEST COPY AVAILABLE

OEA: 04/05/84
Legal Project Evaluation
Survey/AWOJ

Auth: MIS Exp. Date: June 30, 1984

OFFICE OF EDUCATIONAL ACCOUNTABILITY

MEMORANDUM

RT-1326
May 17, 1984

TO: Teachers of Social Studies

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: THE LEGAL PROJECT SOCIAL STUDIES TEACHER QUESTIONNAIRE

The Office of Educational Accountability, in conjunction with the LEGAL Project, is continuing its survey to ascertain the extent to which social studies teachers are integrating law-related educational activities into the required current semester social studies courses. Please complete the brief questionnaire which is attached and return it, via school mail, in the pre-addressed envelope, no later than May 28th to:

Office of Educational Accountability
Mail Code 9999, Room 800
Attention: Norm Proller

All responses will be summarized prior to documenting the results of this survey, thus ensuring the confidentiality of your answers.

Should you have questions regarding any aspect of this survey, please feel free to phone me or Norm Proller at 350-3447.

Thank you for your cooperation in this matter.

RT/NP/awoj

Attachment

cc: Mr. Horace Martin
Mr. Paul Hanson
Dr. Robert Collins
Mr. Ronald Cold
Mr. Sylvan Seidenman

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL PROJECT
STUDENT QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

School Name: _____ 1 - 4

Dear Student:

As part of an evaluation of the LEGAL Project, we are surveying a number of students to determine how they liked their LEGAL course as compared to other courses and what they think they learned from their exposure to this course.

Please take a few minutes to respond to this questionnaire. After you have finished, place it in the envelope which has been provided, seal the envelope and return it to your teacher. In order to insure the confidentiality of your responses, we ask you <u>not</u> to write your name on the questionnaire.

Thank you for your time.

Sincerely,
Norman Proller
Norman Proller, Evaluation Specialist
Office of Educational Accountability

1. grade level (check one)

___ 1	6	___ 4	9
___ 2	7	___ 5	10
___ 3	8	___ 6	11
		___ 7	12

5

2. In your opinion, how would you rate the LEGAL course compared to your other courses? (check one)

___ 1 better than most ___ 2 about the same ___ 3 worse than most — 6

3. How would you rate your interest in the LEGAL course?

___ 1 high ___ 2 average ___ 3 low — 7

4. Did you get out of the LEGAL course what you expected to get out of it?

___ 1 yes ___ 2 no — 8

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL PROJECT
STUDENT QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

5. What did you get out of the LEGAL course? (check all those that apply)

____	a. I learned facts about the law.	9
____	b. I learned to analyze situations and solve problems.	10
____	c. My attitude towards the law improved.	11
____	d. My attitude towards the law became worse.	12
____	e. I developed an interest in entering a law-related career.	13
____	f. I learned to think critically.	14
____	g. I learned how to work cooperatively with others.	15
____	h. I learned that the legal system is not flawless.	16
____	i. I developed skills which enabled me to work with people.	17
____	j. Other (write in) _____	
____	k. _____	18 - 20
____	l. _____	

6. Place a check (✓) before all of the following legal professionals with whom you had contact during your LEGAL course. Then rate the quality of each professional's instruction and/or assistance by placing a check (✓) on the appropriate line to the right of each relevant professional.

Check if you had contact with:	Quality of Instruction			
Legal Professionals	good 1	average 2	bad 3	
____ judges	____	____	____	21
____ attorneys	____	____	____	22
____ police officers	____	____	____	23
____ consumer law representatives	____	____	____	24
____ other (specify) _____	____	____	____	25
_____	____	____	____	26

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL PROJECT
STUDENT QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

7. In your opinion, how would you rate the LEGAL course (relative to your other courses) in terms of: [Place a check (✓) in only one box located to the right of all the following statements.]

	better than my other courses (1)	about the same as my other courses (2)	worse than my other courses (3)	
a. how interesting the LEGAL course was				27
b. the enthusiasm of the LEGAL teacher				28
c. the organization of the LEGAL course				29
d. the relevance of the LEGAL course to the "real world"				30
e. the quality of materials (e.g. audiovisual etc.) used to support the LEGAL instruction				31
f. the quality of outside resources used to support the LEGAL instruction (field trips, speakers brought into the classroom, etc.)				32

8. Did you take part in any of the following programs? (check all those that apply):

_____ Law Related Field Study Program — 33

_____ Mock Trial Program — 34

_____ Community Law Projects Program — 35

If you were involved with any of these programs what were their good points? _____

_____

_____ — 36 - 39

_____

_____

_____

Auth: MIS; Exp. Date: May 31, 1984

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
LEGAL PROJECT
STUDENT QUESTIONNAIRE

DO NOT WRITE IN THIS COLUMN

8. (continued)

What were their bad points? _____

_____

_____

_____ 40 - 43

_____

_____

9. If you could do it again, would you take a LEGAL course?

___1___ yes ___2___ no 44

OEA: 04/10/84
Student Questionnaire - SURVEY/AWOJ

Auth: MIS; Exp. Date: May 31, 1984

Appendix B

Samples of Documentation Supporting
the LEGAL Project's Provision of
Instructional Support

M E M O R A N D U M

June 14, 1983

TO: Junior High School Social Studies Department Chairpersons

FROM: Paul S. Hanson, Supervisor
Social Studies PSH

SUBJECT: REVISION JUNIOR HIGH SCHOOL (GRADES 7-8) REQUIREMENTS

Attached you will find an explanation of the changes effective for the 1983-84 school year as those changes relate to social studies. Also, included in the attachment is my recommendation for the social studies elective at grade 7.

PSH/mb

cc: Mr. Richard O. White
Principal
Mr. Ronald Cold

Attachment

SOCIAL STUDIES

JUNIOR HIGH SCHOOL

School Board Rule 6G-13-5B-1.04 (Promotion, Placement, and Graduation, Grades K-12 and Adult) has been amended. The amendment directly impacts the required social studies instructional program at the secondary level.

The former required program was as follows:

*Civics (041303 and 041304) - Grade 7
U.S. History (041601 and 041602) - Grade 8
American History (041605 and 041606) - Grade 11
**American Government and Political/Economic Studies (044601 and 044602) - Grade 12

*Includes required units of Florida history and government and economics.
**Includes required units of Americanism versus Communism and economics

The revised required program is as follows:

*American Citizenship Education (044201) - Grade 8
World History/Studies (041407) - Grade 9
American History (041613) - Grade 11
**American Government/Economics (044901) - Grade 12

*Includes the required units of Florida history and government and economics
**Includes the required units of Americanism versus Communism and economics

A large number of junior high schools are encouraging students to elect social studies at grade 7. If a student elects social studies at grade 7, it is my recommendation that the course offered to students be Civics/LEGAL (041305). This is a new course which combines the current Civics course and LEGAL Education: Criminal and Consumer Law. Should a student take Civics/LEGAL in grade 7, my further recommendation is that the student take U.S. History (041614) in grade 8. It would not be necessary for the student taking Civics in grade 7 to take American Citizenship Education (044201) as the student would repeat much of the content. American Citizenship Education is designed for students who have not taken Civics in grade 7 in 1982-83 or who will not take Civics/LEGAL in grade 7 in future years.

If an elective, social studies course other than Civics/LEGAL is selected by a seventh grader, American Citizenship Education would be required at grade 8.

In summary:

Social Studies Requirements - Grade 7-8

Grade	1982-83	Amended Plan	Social Studies as Grade 7 Elective
7	Civics (041303 and 04)	Elective	Civics/LEGAL (041305)
8	1983-84 U.S. History (041601 and 02)	American Citizenship Education (044201)	U.S. History (041614)

rec'd 10-10-12

RON:

Thanks so much for sending out the tape. The kids really enjoyed it, and benefitted. I have sent a blank tape to Harriet at South Miami, and she's sending me a copy of their tape of last year's trials.

We have 2 classes, totalling 66 students, up from last year's single class of 16 - mostly due to the publicity we got around here from the mock trial competition.

Any information you have regarding setting up a field trip to the courts would be appreciated. Thanks again.

Bob Miller

Palmetto Sr

For Izzy info

Appendix C

Documentation of Contacts with
School, Area, and
District-Level DCPS Personnel

SOUTH CENTRAL AREA PRINCIPALS' MEETING

Miami Senior High School (Library)
2450 Southwest First Street

September 20, 1983

++

A G E N D A

7:45 - 8:00 . . . . . REFRESHMENTS

8:00 - 8:30 . . . . . ANNOUNCEMENTS
Mrs. Piedad Bucholtz
Area Superintendent

Area Directors
Mrs. Dorothy W. Adside
Mr. Frank de Varona
Mr. Joseph V. Dugoni
Dr. Bert M. Kleiman

8:30 - 8:45 . . . . . LAW EDUCATION
Mr. Ronald Cold, Coordinator
L.E.G.A.L.

8:45 - 10:45 . . . . "DUE PROCESS IN PERSONNEL MANAGEMENT: DOCUMENTATION, DISCIPLINE, AND DISMISSAL"
Dr. Patrick Gray
Executive Director
Personnel Control

10:45 - 11:15 . . . . . BREAK

11:15 - 12:00 . . . . . Group Meetings . . . . . Area Line Directors

NOTE: Parking will be available in the Athletic Field

NORTH AREA PRINCIPALS' MEETING

Miami Lakes Junior High School
6425 M Lakeway East, Miami Lakes

September 20, 1983

A G E N D A

8:00 - 8:30	Refreshments	
8:30 - 8:45	Superintendent's Report	Mr. Marvin H. Weiner North Area Superintendent
8:45 - 9:15	1983 Legislative Report	Mrs. Georgia Slack
9:15 - 9:45	"Gang" Problems	Major Douglas Hughes
9:45 - 10:00	Legal - ELF Program	Mr. Ronald Cold
10:00 - 10:15	Break	
10:15 - 10:30	Teacher Observation	Mrs. Doretha Mingo North Area Director
10:30 - 10:45	Capital Outlay Project	Mr. Roger Frese North Area Director
10:45 - 11:45	Elementary/Secondary Meetings	

Elementary

1. Academic Excellence
2. Use of Area Educational Specialist
3. Chapter I
4. Curriculum Concerns
   a. State Asessment
   b. Media Center
   c. Writing Programs
5. ISIS files
6. Personnel Control Procedures

Secondary

1. Grading Criteria
2. Homework Policy
3. Classroom Rules - Regulations
4. Course Objectives
5. Region Advisory Committee
6. Interns
7. Science Room Renovation

Appendix D

Documentation Supporting
the Provision of LEGAL Inservice Training

Law-Related Education and The
Emotionally Handicapped

Dade County Public Schools
August 3, 1983

Presenter: Ron Cold, Coordinator
Law Education

I. Overview, Law-Related Education

II. LRE and Delinquency Prevention

III. Selected LRE Strategies

IV. LEGAL/ELF Curriculum Products

V. Other LRE Resources

Law Education Goals and Learnings (LEGAL) Project

Dade County Public Schools

Civics/LEGAL Workshop

South Miami Sr. High

August 25, 1983

Presenters: Ron Cold, Coordinator
Sylvan Seidenman, Educational Specialist
LEGAL/ELF Projects, Dade County Public Schools

8:00am		Welcome and Introductions
8:30am	I.	Overview, Law-Related Education
	II.	LRE and Delinquency Prevention
	III.	Selected LRE strategies
10:00am		B R E A K
10:15am	IV.	LRE Resources
11:30am		L U N C H
12:30pm	V.	Implementing LRE Programs
		A. How to Begin
		B. LEGAL Curriculum Products
		C. Print and A-V Resources
		D. Utilizing Community Resources
		1. Designing Field Study Programs
		2. Resource Persons in the Classroom
		3. Mock Trials
1:45pm		B R E A K
2:00pm		E. What Works and What Doesn't Work: Reports from the Field (LEGAL Teachers)
3:00pm	VI.	A Florida Network for LRE
3:10pm	VII.	Discussion and Evaluation
3:30pm	VIII.	Adjournment

M E M O R A N D U M

September 26, 1983

TO: LEGAL Teachers (Past and Present)

FROM: Ronald F. Cold, Coordinator RC
Sylvan Seidenman, Educational Specialist S.S.
Law Education

SUBJECTS: (1) CONSUMER LAW MATERIALS
(2) WOMEN AS VICTIMS SEMINAR

Enclosed for your use are two consumer law items. Thanks to Alma Kemp, Manager of the Newspaper in Education program of The Miami Herald, a packet of articles on Florida's new Motor Vehicle Warranty Enforcement Act ("Lemon Law") has been reprinted specifically for LEGAL teachers. This was done at the request of LEGAL teachers at our workshop on May 4, 1983, which focused on the use of newspapers in law-related education.

Also enclosed is the brochure New Car Warranty Enforcement, published by the Florida Division of Consumer Services. This brochure includes the complete text of the legislation, which goes into effect on October 1, 1983.

* * *

On Thursday, October 6, 1983, an awareness seminar entitled Women as Victims will be conducted at the University of Miami Koubek Center, 2705 S.W. 3rd Street, Miami, from 8:30am to 3:30pm. The seminar is sponsored by the Dade County Commission on The Status of Women in cooperation with the Governor's Commission on The Status of Women and the University of Miami Koubek Center School of Continuing Studies.

Featured speakers include Catherine G. Lynch, Director, Dade County Victims Advocates Program; The Honorable Leah Sims, County Court Judge; Edna Buchanan, of The Miami Herald, and two members of the LEGAL Advisory Committee: Prof. William Wilbanks, Department of Criminal Justice, Florida International University, and Sally Heyman, Director-Consultant of Crime: Gopher It., Inc.

Registration for the seminar (which includes lunch and coffee) is $15.00. To inquire about special arrangements that might be available for Dade County Public School teachers and students, please contact the LEGAL Project office (350-3392) or Ms. Dorothy Sibley, Executive Director, Dade County Commission on The Status of Women, at 579-4967.

RFC:SS:jm

Enclosures

cc: Paul S. Hanson
Alma Kemp
Sally Heyman
William Wilbanks

LEGAL PROJECT PLANNING SESSION - SR. HIGH

October 3, 1983

AGENDA

8:00 - 9:30

I. Announcements

II. Law-Related Field Study Program

- A. Locations
- B. Dates
- C. Relation to other Florida Close Up Programs
- D. Sub-coverage & buses

III. Attorneys and the Schools Program

- A. Mock Trials (Including inter-school competition)
- B. Attorneys in the Classroom
- C. Young Lawyers: New developments

IV. Other Community Resources

- A. Law School Programs
- B. Mediation

V. LEGAL Publications & Curriculum Support Materials

9:30 - 3:00

VI. Workshop Design

- A. Advanced Training
- B. Orientation (New teachers)
- C. Training mode (consultants, sharing or both)
- D. Small-scale training sessions
- E. Identification of materials and strategies
- F. Dates
- G. Locations

LEGAL PROJECT PLANNING SESSION - JR. HIGH

October 5, 1983

AGENDA

8:00 - 9:30 I. Announcements

II. Law-Related Field Study Program

A. Locations

B. Dates

C. Relation to other Florida Close Up Programs

D. Sub-coverage & buses

III. Attorneys and the Schools Program

A. Mock Trials

B. Attorneys in the Classroom

C. Young Lawyers: New developments

IV. Other Community Resources

A. Law School Programs

B. Mediation

V. LEGAL Publications & Curriculum Support Materials

VI. Urban Consumer Project

9:30 - 3:00 VII. Workshop Design

A. Advanced Training

B. Orientation (New teachers)

C. Training mode (consultants, sharing or both)

E. Identification of materials and strategies; adaptation

F. Dates

G. Locations

Law Education Goals and Learnings (LEGAL) Project Workshop

Law-Related Education and Exceptional Student Education

November 2-3, 1983

Presenters: Ron Cold, Coordinator
Sylvan Seidenman, Educational Specialist
LEGAL/ELF Projects, Dade County Public Schools

Wednesday, November 2, 1983

2:30pm
- I. Overview, Law-Related Education
- II. LRE and Delinquency Prevention
- III. Selected LRE strategies
- IV. Discussion

Thursday, November 3, 1983

2:30pm
- I. LEGAL Curriculum Products
- II. How to Begin
- III. Sample Strategies
- IV. Utilizing LRE Resources: Local, State and National
- V. Discussion and Evaluation

LAW EDUCATION GOALS AND LEARNINGS (LEGAL) PROJECT

ADVANCED TRAINING WORKSHOP

The Pitts-Lee Case: Past, Present, and Future

November 16, 1983

8:00am	I.	Hospitality
8:30	II.	Welcome: Don MacCullough, Executive Director Division of Media Programs, DCPS
8:35	III.	Introductions
8:40	IV.	LEGAL Update
9:00	V.	The Pitts-Lee Case A. Background Information B. Panel Discussion: Freddie Pitts, Siegal Oil Co. Wilbert Lee, HRS Youth Services Warren Holmes, Holmes Polygraph Service, Inc. Maurice Rosen, Attorney C. Questions
10:45		B R E A K
11:00		D. The Issue of Compensation James Burke, Representative, State of Florida Ron Lieberman, Attorney
11:25		E. Student Viewpoints Students from Robert Miller's LEGAL class, Miami Palmetto Senior High School: Juliet Battarde, David Leblang, Devra Rutzky, Kim Turner
11:45		L U N C H
1:00	VI.	T O U R - Anna Brenner Meyers Educational Telecommunications Center
1:30	VII.	Follow up: Materials and strategies
1:45	VIII.	The Role of the American Civil Liberties Union: Anderson Flaxman
2:15	IX.	Opposing Viewpoints: The Death Penalty FOR: David Waksman, Major Crimes Prosecutor, State Attorney's Office AGAINST: Anderson Flaxman, Attorney
3:00	X.	Workshop Evaluation

PARTICIPANT LIST
LEGAL WORKSHOP

November 16, 1983

NAME	SCHOOL
Patricia Maxwell	American HS
Marc Rodriguez	Coral Gables HS
Al Granado	Hialeah HS
Walter Gishler	Hialeah-Miami Lakes HS
Joseph Long	Miami Carol City HS
John Ratliff	Miami Central HS
Richard Granat	Miami Killian HS
Robert Miller	Miami Palmetto HS
Jack Hunter	Miami Senior HS
William Zeller	Miami Springs HS
Delores Kline	North Miami HS
Marshall Jacobs	North Miami Beach HS
Gordon Barron	South Miami HS
Lani Dunthorn	South Miami HS
Frances Weintraub	Southwest HS
Ofelia Hirigoyen	Southwest HS
Charles McIntyre	COPE Center - South
John Hackling	MacArthur - North
Gloria Perry	MacArthur - South
Polly B. McIntosh	Assistant Superintendent, Office of Federal Projects Administration
Joe Dugoni	Director, South Central Area
Cornell Rolle	Citizens' Crime Commission
Alma Kemp	Manager, Newspaper in Education, Miami Herald
Jenny Dunning	TEC 554-2277
Paul S. Hanson	Social Studies Supervisor 350-3527
Mike Friedman	Social Studies Office State Rep., Dist. 103
Brenda Young	Character/Citizenship Education
Ronald F. Cold	LEGAL Project } 350-3392
Sylvan Seidenman	LEGAL Project } 350-3392
Liliana Colyer	LEGAL Project } 350-3392

Appendix E

Documentation of LEGAL Project
Contacts with Local/State/National
Organizations

Recd 8/11/83
(c)

A nonpartisan, nonprofit forum for the involvement of youth in government

CloseUp Foundation

August 8, 1983

Mr. Ron Cold
LEGAL Project
1410 N.E. 2nd Avenue Room 300
Miami, FL 33132

Dear Ron:

The CLOSE UP staff has just received notification from the Office of Juvenile Justice and Delinquency Prevention that our grant for the 1983-1984 Partners Program year has been signed. Please accept our sincere thanks for your patience and support during the past month.

We are pleased to announce that your community has been selected as a Partners intensive site, subject to the conditions that have been discussed by phone. The selection process was most difficult due to the number of excellent proposals that were received. We believe your proposal can offer a rich and rewarding program to the youth participants, yourselves, and your community.

The Partners Orientation and Training Conference for local coordinators and National Advisory Board representatives will be held Friday, August 19 - Sunday, August 21 at the Marriott Twin Bridges Hotel.

The conference will begin with a luncheon at noon on Friday and conclude mid-afternoon on Sunday. We will make all travel and room arrangements for you; airline tickets will be mailed in a few days. All expenses for Friday - Sunday will be paid by the Partners Program.

During the conference, we will discuss the youth selection process, the role of the National Advisory Board and local advisory committees, procedures, and curriculum for the 1983-84 Partners Program. Individual community prosposals, work plans and concerns will be discussed in depth. Due to the amount of money received from OJJDP, it will be necessary to make some revisions in your budget. Additionally, community contracts will be available for your signature during the conference.

1235 Jefferson Davis Highway, Arlington, Virginia 22202 (703) 892-5400

Thank you again for your support and patience. The CLOSE UP staff looks forward to working with you to make this program year successful for all of us.

Sincerely,

Sherry Schiller
Project Director

SS: cbr

BEST COPY AVAILABLE

YOUTH CRIME WATCH

ADVISORY BOARD MEETING

August 11, 1983

10:00 a.m.

A G E N D A

I. Opening and Welcome - Presiding, Garlin Lewis

II. Approval of the Minutes of 7-7-83

III. Announcements

IV. Old Business

V. New Business -

A. Proposed 1983-84 Budget for School Board Funds

B. PTA/PTSA and YCW

C. Review of Resources in YCW Manual

VI. Adjournment

Exec. Sept 1

Adv. Bd Sept 8

BEST COPY AVAILABLE

CK/es 8-10-83

Law Education Goals and Learnings (LEGAL) Project Workshop

Collier County Public Schools

August 17, 1983

Presenters: Ron Cold, Coordinator
Sylvan Seidenman, Educational Specialist
LEGAL/ELF Projects, Dade County Public Schools

9:30am I. Overview, Law-Related Education

II. LRE and Delinquency Prevention

III. Selected LRE strategies

IV. LRE Resources

11:30am L U N C H

12:30pm V. Implementing LRE Programs

A. How to Begin

B. LEGAL Curriculum Products

C. Utilizing Community Resources

1. Designing Field Study Programs

2. Community Law Projects

3. Resource Persons in the Classroom

4. Mock Trials

2:00pm D. Concurrent Sessions

1. LRE Strategies & Resources: Sr. High

2. LRE Strategies & Resources: Middle School

3:00pm VI. A Florida Network for LRE

3:10pm VII. Discussion and Evaluation

3:30pm VIII. Adjournment

collier county public schools

DEPARTMENT OF
CURRICULUM AND INSTRUCTION
3710 Estey Avenue
Naples, Florida 33942-4499
(813) 774-3480

August 19 1983

Ron Cold and Sylvan Seidenman
Dade County Public Schools
LEGAL Project, Room 300
1410 N.E. 2nd. Ave.
Miami, Florida 33132

To: Ron Cold and Sylvan Seidenman
LEGAL Project

I would like to express my appreciation and the appreciation of the participants for the outstanding workshop you put on for Collier County teachers yesterday. The evaluation forms completed by those attending as well as informal remarks all indicate that the workshop was well planned, presented in an interesting manner, and provided many ideas and materials which would be of immediate use in the classroom.

Thank you for your efforts in sharing some of Project LEGAL's ideas and promoting the goals of law education in Collier County. I hope that we will be able to call on you both again and also have an opportunity to visit your program in operation.

Sincerely,
Theron L. Trimble
Coordinator of Social Studies/Fine Arts

TLT/ljs

A nonpartisan, nonprofit forum for the involvement of youth in government

CloseUp Foundation

PARTNERS PROGRAM
TRAINING AND ORIENTATION CONFERENCE
AGENDA

FRIDAY, AUGUST 19, 1983

COMMONWEALTH I ROOM

12-12:45	Luncheon
12:45-1:15	Welcome and Introductions
1:15-1:45	Opening Remarks Stephen A. Janger President, Close Up Foundation
1:45-2:00	Break

COMMONWEALTH III ROOM

2:00-2:30	Partners Program and the Close Up Foundation
2:30-3:15	Partners Program as Law-Related Education
3:15-4:00	Partners Program as Juvenile Delinquency Prevention * - courts
4:00-4:45	Partners Program as Skill-Building
4:45-5:00	Wrap Up - Questions and Answers
5:00-5:30	Check-In/Break

COMMONWEALTH I ROOM

5:30-7:00	Reception
7:30	Dinner On Your Own

*Please review "How Law-Related Education Can Reduce Delinquent Behavior" article found in the back of your handbook before this session.

PARTNERS PROGRAM
TRAINING AND ORIENTATION CONFERENCE
AGENDA

SATURDAY, AUGUST 20, 1983

8:00-9:00	Breakfast Buffet Chesapeake I Room
	COMMONWEALTH II ROOM
9:00-9:30	The Partners Program - Putting It Together
9:30-12:30	Partners Youth Criteria and Selection
12:30-1:30	Luncheon Buffet Chesapeake I Room
	COMMONWEALTH II ROOM
1:30-2:45	Discussion of Local Activities
2:45-3:00	Break
3:00-4:00	- Nuts and Bolts - Commonwealth I
	- National Advisory Board and Local Advisory Committee Roles and Functions Commonwealth II
4:00-5:00	Issues Session
5:00-6:00	Communities Work Sessions
7:00	Leave for Dinner - Casual Dress
7:30	La Colline - Dinner
9:30	Banjo Dancing - Arena Stage-OVR

PARTNERS PROGRAM
TRAINING AND ORIENTATION CONFERENCE
AGENDA

SUNDAY AUGUST 21, 1983

COMMONWEALTH III ROOM

9:30-10:00	Update On Community Work Sessions
10:00-11:30	Community Work Sessions
11:30-1:00	Brunch and Check-Out Windjammer Room
1:00-2:00	Discussion of Institutionalization Wrap Up Conference Evaluation

FLORIDA CLOSE UP

Affiliated with: CloseUp Washington D.C.

FLORIDA CLOSE UP MEETING

August 23, 1983

AGENDA

I. Call To Order

II. Minutes

III. Treasurer's Report

IV. Election of Officers

V. Election of Board of Directors

VI. Old Business

VII. New Business

a. Partner's Grant
b. Legislative Appropriations
c. Future Plans

VIII. Next Meeting

IX. Adjournment

A nonpartisan, nonprofit forum for the involvement of youth in government.
P.O. Box 56207, Miami, Florida 33156

Cq

(j)

YOUTH CRIME WATCH

EXECUTIVE COMMITTEE MEETING

August 30, 1983

A G E N D A

I. POLICY GUIDELINES

a. Skit repeats for elementary schools
b. Assemblies without films
c. Assemblies and SIU officers
d. School priorities
e. Purchase of film by cameraman
f. Manual revision/use of manual
g. Private school requests

II. BUDGET

a. Printing priorities
b. Elementary Coordinator

III. BOARD, COMMITTEES & VOLUNTEERS

a. PTA representative
b. Partners for Youth - Janie Davis
c. Speakers chair
d. Job descriptions

IV. NEW BUSINESS

a. Conference and police/student picnic
b. Hot Line

G/CVK/es
August 30, 1983 - 12 noon

LEGAL/ELF ADVISORY COMMITTEE MEETING

Wednesday, September 7, 1983

I. Hospitality

II. Recognition of Members

III. Review of Minutes

IV. LEGAL Project Update

- A. Chapter 2 Funding: **Bob McGee**
- B. Program Evaluation: **Bob Collins, Norm Proller**
- C. LEGAL and Curriculum Changes
- D. New or renewed funded programs
  1. FCEE/Urban Consumer
  2. Close Up Partners: **Sylvan Seidenman**
  3. Law-Related Field Studies
  4. LRE/NDN
- E. Other New Programs
- F. Attorneys and the Schools Program: **Joni Armstrong, William Crenshaw, Christine Arguello**
- G. Workshops & Presentations
- H. Publications

V. ELF Update

VI. Character/Citizenship Education: **Brenda Young**

VII. Chairperson Report: **Roger Fritze**

VIII. Social Studies Report: **Paul Hanson**

IX. Youth Crime Watch: **Connie Krell**

X. Committee Goals & Objectives: 1983-84

XI. Next Meeting

LEGAL/ELF ADVISORY COMMITTEE MEETING

September 7, 1983

The following members and visitors attended the first meeting of the new school year:

Roger Fritze	**Jonathan Rose**
Bill Raup	**Mike Friedman**
Christine Arguello	**Brenda Young**
Sally Heyman	**Paul Hanson**
Connie Krell	**Ron Cold**
Bob McGee	**Sylvan Seidenman**
Bob Collins	

We thank all those who were able to attend. We know that there were many reasons why other members could not attend. Two long-time board members, **Joan Stember** and **Howard Lenard**, announced their wedding of September 6; if you wish more information, check case # 9-6-83, filed in the family division of the Dade County Courts. Our best wishes to Joan and Howard!

Shocking no one, the minutes from the June meeting were approved. The following reports were then presented:

- Efforts by **Roger Fritze** and **Leonard Mellon** to insure that LEGAL continued to be an integral part of the curriculum made an impression on school board members and administrative staff. A letter from Paul Bell, Associate Superintendent of the Dade County Schools, to Roger Fritze explained that more students could possibly be taking LEGAL at the junior high level this year than last. **Ron Cold** and **Paul Hanson** reported on the new Civics/LEGAL course which many seventh grade students will be taking this year. A semester course is also available to students in grades 7-12, and high school students, grades 9-12, may also take a year-long LEGAL class.

- **Funding** for LEGAL this year, reported **Bob McGee**, of the Office of Federal Projects Administration, will be approximately the same as last year.

- An **evaluation** of the LEGAL program was discussed by **Bob Collins**, of the Office of Educational Accountability. Teachers, students, and administrators were all very high in their praise of the LEGAL program. Evaluation of the data has been completed, and the report should be available soon.

- **Christine Arguello**, representing the Young Lawyers section of the Dade County Bar Association, reported that the high school essay contest last year was quite successful. Planned for this year are essay contests for junior as well as senior high students, and an elementary school poster contest.

- Ron Cold reported that the LEGAL Project has received a grant from the Florida Council on Economic Education to implement the **Urban Consumer Education project**; this is modeled after the pioneer program in St. Louis, and will be geared primarily to seventh grade students. The program centers around a carefully structured use of community resources in the classroom.

- It was announced that **Bill Henderson**, Educational Specialist with the LEGAL Project last year, received a promotion to Assistant Principal of Carol City Senior High School. **Sylvan Seidenman**, formerly Social Studies Department Chairman at Miami Springs Senior High School, is now the Educational Specialist for the project.

- The **CLOSE UP Foundation** has again awarded Florida Close Up, Inc., a grant to participate in the Partners Intensive Site program. The program is managed by LEGAL. We will again be working with students from MacArthur South High School. Students will not only participate in the CLOSE UP week in Washington, but will, it is hoped, be trained in mediation skills which they can then use both in school and out.

- Ron Cold announced that, with the help of the CLOSE UP Foundation and Florida Close Up, Inc., the very successful **Law-Related Field Studies** program will be continued this year. Another project LEGAL would like to initiate, dependent upon receiving grant money, is establishment of a **Florida network** for law-related education.

- Work is progressing on revising some **LEGAL publications**, and a new guide to Metro courts, authored by **Toni Kirkwood** and **Sheldon Zipkin** will be available soon for teachers.

- The Nova University Law School has offered to make its law students available to LEGAL classes in a variety of ways. One student is already beginning to work with LEGAL classes at Killian Senior High School. It is hoped that the University of Miami Law School will also become involved.

- **Connie Krell**, new Coordinator of Youth Crime Watch, reported on the activities her organization was planning this year, and announced that a staff position for an elementary school coordinator was available.

- **Brenda Young**, Educational Specialist for Character and Citizenship Education, reported on four programs found to be successful in working with elementary school students. One of the successful programs is our Elementary Legal Framework (ELF) Project.

- **Bill Raup** suggested the possibility of incorporating study of international law into LEGAL courses. Ron Cold mentioned that proposals to establish programs in this area have been denied grants, but he was hopeful that ways could be found to accomplish this objective.

- **Meeting dates** for the year were announced; they are: **December 7, 1983; March 7, 1984; and June 6, 1984.** All meetings are at 1:00pm.

Respectfully submitted,

Sylvan Seidenman

Sylvan Seidenman
Educational Specialist

P.S. Enclosed is an excerpt from the newly released Superintendent's Annual Report.

Florida Council for the Social Studies

26th Annual Convention
Miami, Florida
October 14, 1983

LAW RELATED EDUCATION: THE ECLECTIC APPROACH

Presenters: Ronald F. Cold, Coordinator
Law Education
Dade County Schools

William E. Henderson
Assistant Principal
Miami Carol City Sr. High

I. LRE and Citizenship Education

II. LRE and Juvenile Delinquency

III. LRE: From Awareness to Institutionalization

IV. Infusion of LRE

V. Utilizing Community, State and National Resources

VI. A Florida Network for Law-Related Education

For additional information, contact: Ronald F. Cold, Coordinator
Sylvan Seidenman, Educational Specialist
LEGAL Project
1410 N.E. 2nd Avenue - Room 300
Miami, FL 33132
(305) 350-3392

FCSS 10-14-83 FIU

SIGN IN, PLEASE

NAME	SCHOOL OR AFFILIATION (& CITY)
John Rattiloff	Miami Central High School, Miami
Jan Liberman	Waxey - Wirtz Assoc.
Debbie Seskin	F.A.U. Center for Econ. Ed.
Joanne Moore	St. Thomas Aq. H.S. Broward
Juanita Jafar	Southwood Junior High Dade
Marvin Martin	Safety Harbor Middle - Pinellas
Janice Chuck	FIU student - Dade Co.
Angela C. Puig	Miami Carol City Sr.
Clara Worsley	Tomlin Jr. High, Plant City

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Wakulla County School Board

POST OFFICE BOX 100 TELEPHONE 926-7131

CRAWFORDVILLE FLORIDA 32327

WILLIAM E. WHALEY, PH.D.
SUPERINTENDENT

FRANKLIN ROBERTS
CHAIRMAN
DISTRICT V

MICHAEL FALK
VICE-CHAIRMAN
DISTRICT IV

JACKIE WALKER
DISTRICT I

CHARLES MILLER
DISTRICT II

TOMMY OAKS
DISTRICT III

October 4, 1983

Mr. Ron Cold
Legal Project - Room 300
Dade County School Board
1410 N.E. 2nd Avenue
Miami, Florida 33132

Dear Ron,

Please accept this letter as a request for Syvan Sideman and you to provide our 4th and 5th grade teachers with a workshop on law education. The workshop should include, but need not be limited to an overview of the ELF Booklet, strategies for teaching law education, and a review of the resources available for teaching law education.

The Wakulla County School Board will pay travel and per diem for you and Sylvan.

Based on our phone conversations it sounds as though Brenda Young's expertise in providing demonstration lessons would be a valuable asset to the workshop. Although the Wakulla County School Board cannot provide payment for Brenda's services, I would like to invite her to come. I will make arrangements for her to do a demonstration lesson at one of our elementary schools on both workshop days, if she is able to attend.

I've enclosed contracts for consultant services for both you and Sylvan. If they meet with your satisfaction, please sign and return prior to the workshop dates.

I'm looking forward to working with you.

Sincerely,

Bonnie

Bonnie Holub
Law Education Coordinator

BH/mg
ENCL: 2

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(10 h)

LAW EDUCATION GOALS AND LEARNINGS

LEGAL PROJECT

COLLIER COUNTY VISITATION SCHEDULE

October 13, 1983

Mr. Theron Trimble, Social Studies Supervisor

David Stump, Golden Gate Middle School, Naples
Mike Hollander, Golden Gate Middle School, Naples
Keith Bright, Barron Collier High School, Naples
George Kerlek, Lely High School, Naples
Larry Green, Everglades School, Everglades City

8:45am	Airport Lakes Holiday Inn: Orientation, Depart for Justice Building
9:15am	Court Observer Program, Ms. Toni Kirkwood Room 282, Metropolitan Dade County Criminal Justice Building 1351 N.W. 12th Street Miami, FL 547-7417
10:45am	LEGAL class, Mr. Marc Rodriguez Coral Gables Sr. High School 450 Bird Road, Coral Gables, FL 443-4871 Principal: Mr. Ralph Moore
11:45am	Conference with Mr. Marc Rodriguez
12:20pm	L U N C H
1:20pm	LEGAL class, Mr. Richard Granat Miami Killian Sr. High School 10655 S.W. 97th Avenue, Miami, FL 271-3311 Principal: Mr. Anthony Pariso
2:20pm	Conference with Mr. Dick Granat

LEGAL Project staff: Ronald F. Cold, Coordinator
Sylvan Seidenman, Educational Specialist
Janett Meza, Secretary
(305-3392)

YOUTH CRIME WATCH

ADVISORY BOARD MEETING

NOVEMBER 10, 1983

10:00 a.m.

A G E N D A

Sgt. Caldwell
Lt. Lanier

I. Introductions and Meeting Format
Betty Ann Good

II. Approval of the minutes of 10-13-83

III. Student Advisory Council
Officer Pat Evans, City of Miami Beach PD
Mike Clark, SIU
Mat ie Pitts - CCW

IV. Conference Committee Report
Mary Ellen Levie
Richard Todd

V. Elementary School Report
Rae Steinke

VI. Coordinators Report
Connie Krell

VII. Old Business

VIII. New Business
Police Training - November 30th, 9-10:00 a.m.

IX. YCW Film - "Taking Action" Cinema East - Cara Campbell

X. Officer Ollie Videotape - City of Miami Police Dept.
Sgt. Dana Caldwell

XI. Next Meeting (December)

Officer Evans at Kelsey Pharr 500 students

!! HAPPY HOLIDAYS !!
&
!! HAPPY NEW YEAR !!

YOUTH CRIME WATCH

ADVISORY BOARD MEETING

DECEMBER 8, 1983

10:00 a.m.

A G E N D A

I.	Introductions & meeting format -	Betty Ann Good
II.	Approval of the minutes of 11-10-83	
III.	Conference Committee Report -	Mary Ellen Levie Richard Todd
IV.	Student Advisory Council - 12-6-83	Mattie Pitts Betty Ann Good
V.	Coordinators Report -	Connie Krell
VI.	Unfinished Business -	
	a. Cheerleaders Contest -	Mike Clark
	b. Film status -	Betty Ann Good
	c. Other	
VII.	New Business	
VIII.	Next Meeting - January 12, 1984 (Thursday)	
	Film - "Epidemic"	

Betty Ann, Connie, Rae and Ellie

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The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.